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Vol. 121 MARCH, 1938 No. 3

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Changing the Intellectual Climate
LEWIS H. CHRISMAN

To Mark or Not to Mark?
ROY A. NORSTED

A College Breaks With Tradition
WARD A. WHITCOMB

Winship the Discoverer
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OFFICE OF PUBLICATION: Six Park Street, Boston, Mass.

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THE JOURNAL OF EDUCATION is published monthly from October to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $2.25 a year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually in the December issue. The contents are listed in **Education Index.**

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

Volume 121 | Boston, March, 1938 | Number 3

World at Lessons

The Borrowing Habit

A great deal has been done in Washington to ease the conditions under which different groups may borrow money. Farmers, railroads, banks, big corporations and home owners—all have been aided to secure cheap money. And all this may have been necessary in a national emergency.

But it is not fundamentally what is needed. A number of those "small business men" who were called to the capital to offer their views to Secretary Roper, stressed the desirability of easier borrowing. But that was a mistake. Business, both large and small, needs reasonable scope for its initiative, reasonable confidence that it will not encounter sudden obstacles or fresh impositions of taxes or restrictions. If business is given its chance, within the prescribed rules of fair play, to go ahead and win a moderate success, it will have no difficulty borrowing for its seasonal requirements from the banks, or obtaining capital for its long-term operations from the investing public.

Excessive growth of the borrowing habit threatens our American governments and people.

• • •

Grab and Counter-Grab

Nations behave so much like individuals that it isn't even funny. Glance at the conduct and the general official attitude of a nation like Italy, Japan or Germany, and see if it does not resemble the conduct and attitude of the average individual who nurses a grievance against the social order and the way it has treated him. If he can recover to himself what he thinks society owes him, he has no scruples about the method.

In international affairs this sort of reasoning spells war.

In the matter of territorial possessions, distribution at the present time is as uneven as the distribution of wealth among individuals. The situation is partly due to differences in initiative, enterprise, foresight or luck of some earlier generation. But the disparity rankles in the breast of the one who has become socially disaffected. He demands what he calls "justice." He insists upon having this regardless of how much injustice may result from the process.

How are we to secure a more even balance? How are we to prevent the grabbings and countergrabbings which keep society upset and cause so vast an amount of waste, suffering and tragedy in a world where happiness could abound?

If everyone would love his neighbor as himself, that would do it. But too many people regard this as impossible. Too few are ready for it. Meanwhile—supposing we grant for the sake of argument that nearly all action is selfish—has not the time arrived when human beings of intelligence can understand the boomerang effects of unrestrained selfishness?—when enlightened self-interest can be trusted to point the safer and more hopeful way?

If those who have to excess would hold less tightly and those who have less than the essentials would choose the honorable ways of industry and thrift to better their positions, true and lasting solutions could be reached.

The self-imposed curb on selfishness appears to be the world's most needful lesson.

• • •

The Race for Chaos

Americans both in and out of Congress have been asking of late: "What is this nation's foreign policy?" Two things in particular have been meant. First, what was President Roosevelt talking about in his Chicago speech when he suggested a "quarantine" of those nations which threaten to spread the war disease around the world? Second—is there a secret understanding that the United States will back Great Britain in the event the latter is drawn into conflict with a third power or group of powers?

The second question has been answered with an emphatic negative by our State Department. But our statesmen want us, all the more on that account perhaps, to build a navy capable of warding off attack from both East and West simultaneously.

The late Calvin Coolidge once wrote a carefully reasoned article in which he maintained that there is so vast a difference between a defensive and an offensive armament, that each nation could possess defence fleets and an adequate army without the slightest menace to other nations. This seems worth looking into.

Meanwhile the world appears to have become involved in a mad race for naval supremacy. Japan's defiant attitude toward any sort of limitation, or even toward an exchange of information, is to blame for the newest free-for-all rivalry. Our government must decide how far it will go in the rush toward chaos, and whether something can still be done through international agreements.

• • •

Explosion Explained

Nearly a year has elapsed since the school tragedy at New London, Texas, in which several hundred pupils lost their lives. Now at length comes a solution of the mystery as to precisely what caused the explosion of natural gas which shattered the building and occasioned a wholesale loss of life.

The United States Bureau of Mines, after careful study, has concluded that a leak in the service pipes running into the building had filled the great air space under the main structure with so dense a mixture that only a spark was needed to set it off. An electric switch furnished that spark.

The art of schoolhouse planning will not be greatly modified as a result of this discovery. Schools will not cease to use electric current or to avail themselves of natural gas where this is within convenient reach for heating purposes. The danger arises, not from utilizing powerful forces or forms of energy, but from failure to utilize them with sufficient care; failure to obey the laws which govern safety.

Avoidance of neglected or concealed air chambers, in which gas can accumulate without detection, may be one lesson to be gleaned from the New London catastrophe. Caution on the part of all persons concerned with installing the supply lines and systems of a schoolhouse, together with constant vigilance by all who are daily responsible for the lives and health of pupils—these are the only means of guaranteeing security. Hazards will always surround life in this modern age. The task is to keep these at a minimum.

• • •

Moscow's "Democracy"

Democracies have sadly dwindled in number since a certain war was fought to make the world safe for them. United States, England, France, the Scandinavian countries, parts of Latin America —when you have named these you have about exhausted the list of surviving democracies.

Strangely enough, however, these systems of popular government have a new applicant for admission to their ranks. This is Soviet Russia. Moscow, hedged by three powers which are admittedly hostile to the spread of Communism, turns elsewhere for friendship and alliance.

The Soviets have recently adopted a constitution which outwardly suggests a democratic set-up. But the first election under that revised constitution saw the Russians voting en masse for a predetermined slate of autocratic masters. For a free election, it was a remarkably unanimous one.

Soviet Russia is still the Russia of the Soviets. The fact that it is anti-Fascist does not make it a democracy—not by the widest stretch of imagination.

A democracy in which freedom is denied to speech, the press and the choice of rulers, is not a democracy at all, whatever else it may be.

But a nation such as our own is in danger of mixing Sovietism and even Fascism with its own system to such an extent as to lose the essential values of democracy.

It would be far better for the United States if it were to let the rival systems of Europe work out their own theories and experiments on their own soil. This country has enough to attend to in making democracy succeed at home, through the development of enlightenment and character. If substitutes for democracy arise and flourish for a time, it is only because either enlightenment or character is insufficiently widespread.

• • •

University Rivalries

That American universities were engaging in a disgraceful competition to obtain students, was already well known before the Carnegie Foundation for the Advancement of Teaching issued its thirty-second annual report, the other day, describing the situation in detail and pointing out its evils.

If each educational institution would render itself distinctive through carrying out some traditional or newly adopted program, rivalries would cease to resemble commercial rackets and wear more the aspect of emulation in professional service. Incidentally, such policies would have no bad reactions in the years to come. All this the Carnegie report puts forward in its thoughtful and thought-provoking document.

• • •

A Thrill Too Many

Psychologically it may prove a difficult task to convince thrill-seeking high school pupils that "reefers," the deadly-dangerous cigarettes of marijuana or hashish are a thousand-fold worse than other fags they have been warned against. But warned they must be. And warned to vigorous alertness must be all authorities whose duty it is to detect and punish the peddlers of this dope smoke which is leading its youthful devotees to trancelike acts of suicide and murder.

Intellectual Climate

LEWIS H. CHRISMAN
West Virginia Wesleyan College
Buckhannon

. . . makes all the difference, sometimes, between educational success and failure.

AN interesting friendship characterized by an enthusiastic admiration upon both sides was the one between Ralph Waldo Emerson and Father Taylor, the rugged old minister of the Sailor's Bethel in Boston. Some of Father Taylor's orthodox ecclesiastical clansmen looked askance upon his intimate association with such a militant liberal as the oracle of Concord. One of them even went so far as to tell him that Emerson would go to hell. "That may be," unhesitatingly responded the old sailor-preacher, "but if he does he will change the climate."

•

There are times when the intellectual climate is the most important factor in determining the success or failure of a teacher's work. The atmosphere of an environment may be such as to make teaching a pleasure rather than a task. On the other hand, background influences can generate a situation in which genuine educational progress is an utter impossibility. In some instances the first requisite is changing the climate. And this is a task which demands foresight, tact, strength and pertinacity. The teacher who has to battle year after year against de-intellectualizing influences in the very places from which he should receive the most help has an up-hill task. Under such circumstances he is certain to scatter considerable seed upon hopelessly stony soil.

It was almost thirty years ago that Herbert Barton began his first year of teaching in Middleboro College. On the occasion of his initial visit to the library of the institution he had been impressed with its poverty of periodical literature. In some way or other he managed to get the list extended. And in the first flush of his youthful pedagogical enthusiasm he took some innocent pride in this achievement. But about two months later he found that he had thereby involved himself in difficulties. Two of the magazines which he had placed in the reading room were "The Independent" and "The Outlook," then in the heyday of their influence. Herein lay his trouble.

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Dr. William Hayes Ward, the venerable and scholarly editor of the former publication, had written a series of semi-theological articles. Herbert had read them with some degree of interest and was inclined to believe that he was the only person on the campus following that particular series. However, he was mistaken. One afternoon at faculty meeting the business manager arose and called the attention of his colleagues to the nefarious material to which the students were being exposed in a publication which in some way or other had found its way into the once carefully guarded precincts of the library of Middleboro. Furthermore, he pointed out in detail by reading from marked passages the positively pernicious teachings which this rabidly radical weekly was disseminating. In the discussion which followed mention was also made of the lamentable fact that the students had access to the equally dangerous "Outlook." Herbert was so taken off guard that he was rather weak in his defence, although one of his younger colleagues did come tactfully to his help.

This, though, did not end the matter. After faculty meeting he passed a group of his fellow professors who were talking so earnestly that they did not notice his approach until he was almost among them. He could not help hearing one of them say: "Are we becoming heathen here at the old college after all these years?" This was followed by, "Hush! Here he comes," and the circle hastily dissolved. Needless to say in certain classes the students were faithfully warned to avoid the pestilential publications. By this time Herbert had rallied somewhat, and sad to say he now and then went some distance out of his way to recommend articles in the heretical weeklies. Students on the campus and in dormitory rooms debated the matter. A few made it a point to read them from beginning to end. Others refused to touch them and joined in the hue and cry against them and those responsible for their presence in the institution. The influence of Herbert on certain students was hopelessly undermined, and some of his work brought no results. Much water has gone down the rivers of the world since those days. This type of narrowness is almost nonexistent in the American college of today. The incident, though, serves as an illustration of the fact that now and then a teacher's efforts are undone by subversive environmental influences.

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It was about ten years later that Frank Blake was elected instructor in history in the Milltown High School, this being his first position. It might be said that Frank was no athlete. In college his major activity had been debating. When he reached Milltown he found that the chief interest of the community was

the athletic activities of the high school. He soon noticed that at the table of Mrs. Hudson's boarding house it was not simply the main theme of conversation: it was the only one. Three days a week the high school had an assembly period which was called "chapel." That fall "football" was almost invariably the centre of its program. One day Mr. Hawley, the principal, gave a talk on the educational value of athletics in general and football in particular. The next was a "pep meeting." And, of course, there were enthusiastic celebrations of the numerous victories of Milltown High School. Frank never became much of a fan. Once by grapevine telephone he learned that his students thought that he was a rather good teacher but that he did not take enough interest in athletics.

Yet he had colleagues who made up for his deficiency in that regard. There was Tom Bull, instructor in general science. Tom was the most proficient rooter in Milltown. It did one's heart good to see him prancing manfully along the side-lines and to hear him, in his vigorous, racy, epigrammatic style, encouraging the wearers of the "green and white." Although nobody ever accused Tom of doing much teaching, he was the most popular personality on the staff. He distinctly saw the road to popularity in Milltown, and he traveled it assiduously.

Frank managed to survive the football season without serious difficulties, but when it came time for basketball he found himself in hot water. He turned in a failure for Ben Braunstein, the forward on the Milltown team. Although Ben never studied and seldom deigned to come to class, it seemed to be taken for granted that he was exempt from failure. The threatened rebellion, however, did not materialize, but for several days Frank could feel a sizzling of hostility in hall and classroom. Gaunt, soured Minerva Buckley, who had taught English in the high school for a generation, stopped him in the hall and remarked in his ear: "Young man, you might have known better than to have failed an athlete." However, the only time that he received open discourtesy was the afternoon when he was hooted by some of the loafers in "Nick's Place" on Main street. There is little more to the story. Frank resigned at the end of the year to continue his studies at the university. His experience in Milltown is given here as another instance of the futility of attempting to do real teaching in an environment in which the intellectual phases of academic life are so overshadowed by one of the "sideshows" that they are entirely forgotten or at best regarded as a necessary evil.

But the climate of any educational institution is determined by the teachers themselves. Teaching is an intellectual occupation. A teacher devoid of interest in things of the mind is a contradiction and a monstrosity. The effectiveness of an institution or school system can be gauged by the breadth, the vitality and the richness of the interests of the members of its teaching staff. Not very long ago an intelligent layman in the field of education after listening to a discussion of this subject rather naively asked: "But aren't all teachers people of intellectual interests?"

Anyone interested in the work of education would give much to answer this question in the affirmative. It is, nevertheless, regrettably true that there are men and women in the teaching profession to whom all intellectual activity is the most unmitigated drudgery. An alert-minded superintendent of the school system of a small city was heard to lament: "I have subscribed for a dozen of the best educational periodicals and made them accessible to my teachers, but I simply cannot get them to read them." A new teacher in a community tried to persuade some of her colleagues to form a club to take a number of high-class magazines, but soon found herself against a stone-wall. The alibi of those who were not at all responsive to her suggestion was: "I have so much intellectual work, teaching day after day, that I need something real light for my outside reading," or "I am so busy that I wouldn't read them if I had them." A teacher was asked if she had read a certain brilliant contemporary book. The exact phrasing of her reply is worthy of careful study: "After a hard day in the schoolroom I am not going to spend my few hours of freedom mooning over stuffy books." It is to be most earnestly hoped that illustrations of this type are not too easily duplicated.

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The educational career of Dr. Brenner of the faculty of Gladstone College had in it many of the elements of tragedy. Born on a farm and spending his youth in a rural community, he passed a teachers' examination and secured an appointment to a rural school at the age of sixteen. By dint of teaching several years, attending summer school, and now and then spending a year in college he managed finally to receive an A.B. degree. But he was not through. Next came an A.M., and then a Ph.D. By this time he was in his early forties and a college professor. He had had a hard struggle. Naturally the temptation to relax was strong. And on receiving his doctorate he relaxed with a vengeance. In fact, so far as intellectual work was concerned, he remained relaxed to the end of his days. Year after year he gave the same courses in the same way. Alumni coming back

for their twentieth anniversary found the same old textbooks being used. Gladstone was located in a comparatively small city and in spite of his three degrees the intellectual life of Dr. Brenner was on about the same plane as that of his associates in the "Boosters' Club." It was entirely devoid of vitality. About him there was no glow, no enthusiasm, no inspiration.

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With a high degree of assurance it can be said that intellectual climate is a potent factor in education. An institution may have many lacks, but if the atmosphere is charged with intellectual electricity, it has an environment in which few students can escape obtaining an education. On the other hand, if the environment is one in which there is no interest in or respect for things of the mind, there is an educational handicap which no external advantages can completely overcome.

To Mark or Not to Mark?

ROY A. NORSTED
Principal
Mountain Iron, Minnesota

29 conclusions based on a study of current opinion with regard to marking systems.

NO doubt the average school administrator of today has, at some time or other, raised the question in his own mind as to whether school marks are really fulfilling their purpose in the general scheme of American secondary education or have become obsolete. Many reputable administrators with supposedly modern or progressive twists in their philosophies have abolished marks entirely while others have attempted some fine experimental studies in the field, endeavoring to arrive at some more reasonable and effective system of marking than now exists in the average high school of the country. It was a desire to know this situation better that prompted the writer to read and analyze the existing opinions as expressed in current educational periodicals and studies.

Importance of Marks in American Secondary Schools

The purpose and functions of school marks are many and varied. In general, marks are reputed to be measurements of scholastic achievement based upon successful attainment of the objectives of the various courses. As such, they have become the basis of promotion, honors and awards. Colleges have made marks a necessary requirement for entrance while large high schools have found great value in them for vocational and employment guidance programs. Superintendents and principals invariably use them as one of the phases upon which evaluation of teaching efficiency is based. It appears, therefore, that school marks serve many purposes, but their value as a measurement of scholastic achievement has received the greatest agreement among educators.

Parents look upon school marks as a traditional school requirement. Because marks were firmly established years ago, they feel that the present practice should be continued for two obvious reasons; first, it gives them some check on what their children are doing in school; and second, it gives them an apparent feeling that they have some control, political or otherwise, over the efficiency of the school. In some communities, parents sometimes regard their signature on the report card as a mark of approval of student achievement and school efficiency, rather than as a mere acknowledgment of receipt of the student's periodic school report. The report card is probably the one bond between the school and the home that has become traditional in its importance and as such it must be dealt with.

Variation in Present Marks and Marking Systems

Large high schools are more in agreement on marking systems than small high schools and maintain more uniformity in marking. Emerson[1] reported that small high schools give a larger per cent. of A's and B's than large high schools, consequently he points to the fact that a larger per cent. of the students might be certified to college from the smaller high schools than from the larger high schools.

A larger per cent. of the American secondary schools use the percentile system than any other system. Though much support is given the larger units of marking, we find that larger schools are somewhat reluctant about adopting a larger unit system. Odell[2], in studying 281 secondary schools of Illinois, found 75 per cent of the

1. Emerson, D. A., "The Distribution of Marks in High Schools of Varying Size." School and Society, 21:54-56. January 10, 1925.

2. Odell, C. W., "High School Marking Systems." School Review, 33:346-54. May, 1925.

schools still using the percentile system. Other studies also indicate a relatively high frequency of the percentile system.

No one single factor characterizes the diversity of standards in American schools today as does the great variability in the types of marking units now in use, all of which are apparently acceptable and satisfactory. The types of marking units most frequently used today are letters (A, B, C, and many variations), numbers (percentages, rank in class), graphic (check lists), informal letters, and plus and minus signs.

Such great variability in marking units lends itself to even greater variability in the types of marking systems possible. However, the more frequently used are the percentage system, five-point-grading-scale, five-point-grading-scale with plus-and-minus signs, rank in class, pass-fail system, graphic (criteria check list), report-letter-system, no-failure-system, and combinations and variations of those mentioned.

Current Objections to Present Practices

Objections to the use of school marks may be divided into two categories, professional and sociological, though both appear to have common origin within the school.

School marks are more than often assailed because they provide children with wrong goals of achievement and foster stereotype students whose chief interest is marks and not the more worthwhile and desirable outcomes of the educative process. Because of this, it has been reported that scholarship has been insincere and superficial. Teachers, in turn, have become artificial and mechanical in their teaching procedures because teaching efficiency has been judged too often on the objective evidence of student attainment as expressed in scholastic marks while teachers' personalities, qualities of leadership, breadth of experience, human interests and sympathies have not been given their proportionate consideration in the evaluation of their teaching efficiency. Because of the over-emphasis being placed on school marks, standardization of education has taken place. Furthermore, it is contended that the present basis of marking lacks uniformity and offers no valid and reliable measurement of scholastic achievement.

Sociologically, it is said that marks develop an anti-social feeling because students are rated, graded, or ranked with one another. Consequently, those of the lower end of the distribution develop a keen sense of resentment in having been singled out as poorer students while those at the upper end take on added importance with a consequent superiority complex often resulting. This competitive attitude among students is unwholesome and detrimental to society. Likewise, the acquisitive spirit that is nurtured through the desire for high marks is harmful in its effect upon the school as a whole, and very often conducive to dishonest scholarship. The use of marks is also reputed to have developed a barrier between teacher and students, preventing students from catching the inspiration that true leadership and contact with teachers should bring.

Variation in Teachers' Marks

Studies dealing with school marks indicate an appalling lack of uniformity as to what factors enter into a school mark. For instance, some teachers consider daily recitations, written work, rate of progress, interest, effort, deportment, attitude, and some sixty others, as factors to be interpolated into what is to constitute a student's mark. Others, again, consider only final examinations or standard achievement test results. The matter becomes one of defining school marks, which on the basis of the most general agreement among educators, are "the measurement of scholastic achievement." It is true that factors which foster and nurture a student's personality should be considered, but the measurement of such factors is very difficult and quite inaccurate and unreliable. Factors of personality should be rated as such by means of a criteria check-list, rather than included in marks which are supposedly representing achievements in history, science, typewriting, et cetera.

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Though marks may be defined and understood, there still remains a great lack of agreement due to variations in the interpretation of marks, relative merit of work, weighting of course requirements, use of the distribution curve, sex of teachers and students, standards of judgment, influence of extraneous elements, and lack of plain common sense.

The Problem of Failures

Much of the opposition to school marks can be laid to the problem of failures which probably indicates that it is the abuse rather than the use of the marking system that really should draw the criticism. Some maintain that failures are the natural outcomes of our American mass promotion system which in turn is attributed to the lack of adapting the school to the child and meagrely providing for individual differences among students. All of this may be true and yet bring no discredit upon the use of school marks.

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No student is a total failure in the full sense of the word, for an "F" is a relative mark and refers only to the lowest or poorer quality of work being

done in a particular section or class. Taking the native ability and mental capacity of a student into consideration, he should be guaranteed the right to succeed on his own mental level. He may fail in respect to the fulfillment of the course requirements and yet succeed very well on his own mental level. School failure does not imply failure in life. Failures too often exist because we do not recognize variation in ability and interest in students. An understanding teacher should know the capacities of her students through available mental ages and aptitude ratings and be able to single out justifiable failures. On the other hand, no student should be required to repeat the work in which he failed unless he so desires, because in most cases it penalizes him for a matter beyond his control. If this point of view is accepted, little abuse should result from the use of the failure mark, as "F" will become an acceptable mark, but carrying no credit.

Recommended Marking Systems

The use of the five-point-letter-scale is more often recommended than any other system of marking. Wherever revisions of present marking systems are being made, the tendency seems to be in the direction of the five-point-letter-scale. Of those using this system, most of them have adopted the letters "A," "B," "C," and "D" as passing marks, with the letter "F" denoting failure and "I" representing incomplete. This system is being used quite widely among colleges in the country and hence this college influence may be a determining factor in the present trend in high school marking systems.

In considering the comments made in regard to the use of the normal curve of distribution, more has been said in favor of it than has been said against it.

"Though marks may be defined and understood, there still remains a great lack of agreement due to variations in the interpretation of marks, relative merit of work, weighting of course requirements, use of distribution curve, sex of teachers and students, standards of judgment, influence of extraneous elements, and lack of plain common sense."

Such comment as has been made against it might be classed as criticism of the abuses of the use of the curve rather than the principles of the curve. These abuses give evidence of the general lack of training on the part of the teachers using the distribution curve. Among educators, there is great variability of opinion as to the per cent. of failures to be expected under the application of the curve. Some report as low as 3 per cent. while others report 5, 7, and up to 10 per cent. The North Central Association reports 9.2 per cent. failures average while the New Jersey State Survey found an average of 12.6 per cent. failures in that state. This variability may be attributed to varying capacities of the students, the scholastic standards of the schools, as well as the general abuses in the use of the curve. To understand the causes of variation in the per cent. of students failed under the application of the curve, some correlation studies would undoubtedly have to be made, with mental ages, intelligence quotients, or standard test scores as a basis for computation. Such studies might show some interesting results. It is to be expected that skewness of the curve, either up or down, would affect the per cent. of failures very markedly.

The five-point-letter-scale is by no means the only marking system recommendable. Based on limited experimental evidence and experience, the following have been used successfully and found worthy of recommendation by their users: class rank (relative position in class), grade-point system with quality analysis, graphic (check list on basis of established criteria), informal letters, index rating (basis of capacity performance), pass-fail (plus-minus), standard deviation, correlation charts (analysis of low marks), and the use of 100 as median grade. All of these are workable and have strong points in their favor and some are being advocated very strongly, though not so readily accepted. It will be noted that the percentage system was not among the recommended types. This may be due to the fact that the system is thought of as somewhat archaic, though its widespread use would indicate otherwise.

Conclusions

Based on the reading of thirty-three recent periodicals and several studies dealing with school marks and marking systems, the following conclusions represent the general consensus of opinion among those contributing to this field of study:—

1. There are many diverse opinions regarding the value of school marks, but the consensus of opinion seems to be that some measure of school achievement is necessary.

2. College entrance requirements are frequently given as a cause for continuing the marking system.

3. A detailed and cumulative record is at least better for the security of the student than no record at all.

4. School marks are sometimes used as a measurement of teaching efficiency.

5. More can be said in favor

of the wholesome effect of school marks than can be said for their detrimental effect.

6. Many believe that marks serve a real purpose in stimulating the student to do better work.

7. There are many opinions among those favoring some form of marking as to which system is best, but more is said in favor of the five-point-letter-scale than any other system.

8. Every study made regarding various marking systems seems to find each system workable and worthy of being recommended.

9. The teachers' marks vary greatly due to many varying factors, chief of which is the lack of professional training in tests and measurements.

10. Exemptions from examinations generally affect only the borderline cases in the final computation of school marks.

11. The normal curve is accepted by many as a fair method of grading marks, but the nature of the class and the skewness of the curve should always be considered.

12. Boys receive lower marks from women teachers than do girls from either men or women, or boys from men.

13. Too many teachers allow extraneous and subjective factors to enter into their school marks.

14. Many opponents of the use of marks claim that marks have become a substitute for the real objectives of teaching.

15. Many opponents of the marking system expect too much of the teacher in the way of measurement of school achievement; i.e., measurement of personality traits and other subjective factors.

16. Measurement of scholastic achievement in high school should measure as objectively as possible the attainment of the objectives of the various courses.

17. There is considerable agreement that the percentage system of marking is the least desirable.

18. There is more valid opposition in evidence against failures than against the use of marking systems as such.

19. Some opponents claim that the use of marks is nothing but the application of the "profit motive" to education.

20. Some believe that growth in personal traits should be measured but to date such measurements are more invalid and unreliable than the present systems of measuring school achievement.

21. Administrators often oppose failure of students because it inconveniences their program scheduling.

22. Failures do increase school costs in the aggregate consideration, but such increases in school costs are justifiable when necessary.

23. Diagnostic and remedial instruction in the elementary school is assuming an increasingly important role in reducing failures, affecting the secondary school level very favorably.

24. Many schools do not require students who fail to repeat their work, but withhold credit from the courses in which they fail.

25. The improvement of the examination and the use of standard test material will do much to reduce the variability in marks.

26. It is generally conceded that anti-social factors will be evidenced whether marks are employed or not.

27. School marks should be relative measures of school achievement in such matters as can be measured fairly accurately and objectively.

28. The use of intelligence tests is important in understanding what should be expected of students regarding school achievement.

29. There is a need for some parent education in the matter of interpreting school marks intelligently.

Whatever may be embodied herein does in no way represent an exhaustive study of the subject, but it does purport to represent a fairly true picture of current opinions, both pro and con, relative to present practices of giving marks in secondary schools. The writer is satisfied to say, after reading thirty-three articles and various references, that marks do have a definite administrative and supervisory function in the secondary school program and that there is a danger of becoming too technical in considering the relative merit of school marks. If marks are defined as measurements of scholastic achievement, they should measure that achievement as accurately and as objectively as possible. The fact that personality growth should be measured does in no way bring discredit upon present systems of measuring scholastic achievement. A matter of greater importance is that some uniform system of marking should be established and that the marking units to be used should be specifically defined.

The Duty of All Teachers

It shall be the duty of all teachers to endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, and patriotism; to teach them to avoid idleness, profanity, and falsehood; and to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties, and dignity of American citizenship.—From California School Code.

My Ideal Teacher

FRANCIS R. COPPER
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How would your specifications for a "perfect" teacher differ from the author's?

EVERYONE who has the best interests of the children at heart feels that one of the most potent needs of the schools today is excellent teachers, and the question naturally arises as to what constitutes such teachers. If you had the power to form a teacher just to your liking what kind of one would you make?

If the writer had such power he would fashion his teacher with the following points in mind: physique, personality, mentality, social development, scholarship, attitude toward his work and the child, his philosophy of life, and the pupil responses which he inspires.

Merely for the sake of convenience a man teacher will be described, assuming of course that the excellent woman teacher would have correspondingly high qualities.

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Physically my teacher would be well above the average in height and strength and without blemishes or defects. He would be dynamic, possessing excellent health, great vigor and energy and a capacity for hard sustained work. As to dress he would at all times be well groomed, giving the impression of a reasonable amount of personal prosperity.

His personality would be pleasing, strong, and forceful, such as to inspire confidence on the part of the pupils, his colleagues, and the citizens of the community. He would have poise, and be so well stabilized that he would not be rocked by every fad or by the wind of every "ism" that might blow upon him. His recreation would be such as to enrich his life and the lives of those around him.

Mentally he would have a strong, analytical, well-balanced, just mind, one quick to grasp a problem and capable of wrestling with it till it is solved. He would not be a plunger nor would he be afraid to break new mental trails. He would be a constant student, learning from all things around him, lifting up his eyes and heart unto the hills for strength and inspiration, the hills of nature, the hills of great books, the hills of humanity.

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Socially he would have a cultured background and be at home with his superiors as well as with his inferiors. He would have the happy faculty of mingling easily and freely with those about him and of making others feel socially at ease in his presence. He would have no habits that would detract from his usefulness to the school and the community.

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Educationally he would have a broad general college training with considerable specialization in the field of his particular interest. He would have a clear comprehension of the great fundamental objectives of education and of life. He would have such a clear grasp of world history as to enable him to see the present in true perspective with reference to the past and the future. He would be a prophet of tomorrow rather than a priest of yesterday. Because of his mastery of subject matter he would speak with the authority that carries conviction. He would have a good understanding of child psychology and of human nature in general and would be endowed with an aptitude for teaching. His illustrations would be apt, his explanations clear, his expressions concise, and his judgment sound.

His attitude toward his work would be sane and optimistic. Being a real educator, he would look upon education not as a static thing but as something dynamic and progressive. He would be open minded and teachable, looking upon his profession as a great and worthwhile adventure in which he is moulding human personalities. Teaching would be regarded by him as one of the truly fine arts of life. He would be constantly enriching his own life, thereby having something of value to give out to others. There would be a warmth and a glow to his teaching. He would know the best school practices and keep up with the literature in his field.

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What would be the attitude of your teacher toward the child? In the judgment of the writer this is very vital since the school should be built around the child as a centre. Well, my teacher would love children and have great respect for their opinions, attitudes and points of view, treating them with graciousness and tact, always proving himself to be their true friend. He would have the faculty of discerning potentialities in children and helping them to develop them. His life would flow into, through and around those whom he teaches and with whom he comes in contact.

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As to his philosophy of life he would believe tremendously

in love, laughter, and mirth and have profound respect for the great spiritual values of life. He would have a well-developed sense of humor as well as a serious vein. He would have unfailing faith in himself, the children, and in the cause of right. He would not only dream dreams but he would work intelligently to transform them into realities.

Believing that in the last analysis desirable pupil reaction is one of the best tests of good teaching, my teacher would be strong in this respect, inspiring those who work under him and with him with an ambition to reach out and to see in wider and wider horizons and to have greater independence of thought. The children would be filled with intellectual curiosity and would come to take over a large part of their own education. They would come to look upon school as a beautiful adventure wherein they are seeking and finding wisdom and power. They would enthusiastically explore the field of knowledge so far as their capacity and stage of development would permit, learning gladly and with a keen and growing interest. They would find increasing pleasure in the realms of art, literature, nature and science. They would possess an open though a discriminating mind. They would acquire emotional stability and develop a balanced, well-integrated personality. Let us all give more earnest thought to the kind of teachers our school children ought to have.

Close-ups of Good Teaching

ORLIE M. CLEM
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A class in English and one in Guidance are described in this third article of a continuing series

THE next classroom is in the field of *English*. The teacher has a typical class of thirty pupils in the first year of the junior high school. Her purposes are: first, to teach the pupils to memorize the poem, *In Flanders Fields*; second, and of greater importance, to teach the pupils methods of memorizing which they may employ in later study without the assistance of the teacher. The teacher desires to utilize sound psychological principles in a specific teaching situation—the memorization of a poem by the class.

In this particular case, nothing has been said about the poem previous to the class meeting or supervised study period. In teaching the memorization of the poem, the teacher as leader of the group takes the following steps:—

1. The teacher seizes a "lead" and creates a psychological "mindset."
2. The teacher reads the entire poem to the class.
3. The teacher asks the pupils to state in their own words the main idea of the poem.
4. The class considers how the main idea is expressed in the exact words of the poem.
5. The class determines the three or four big ideas that contribute to the main idea.
6. The class considers how these contributing big ideas are expressed in the exact words of the poem.
7. A pupil who is an excellent reader re-reads the poem.
8. The teacher and the pupils re-read the poem in concert.
9. The teacher asks pupils to give the main idea of the poem in the exact words of the author without looking at the poem.
10. The teacher asks pupils to give the contributing big ideas of the poem in the exact words of the author without looking at the poem.
11. The teacher and the class discuss the meaning of the poem in some detail.
12. The teacher re-reads the poem.
13. The teacher in making an assignment for the following day asks the pupils to finish memorizing the poem, suggesting that they work on the parts they do not know.

The above procedure utilizes the fundamental laws of learning as set forth by Thorndike: readiness, exercise, effect. According to the law of readiness, the best learning, other things being equal, occurs under conditions of a favorable "mindset." The law of exercise tends to strengthen a bond or connection. The law of effect states that other things being equal, satisfaction tends to strengthen a bond or connection.

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The next classroom is one in *guidance* in a vocational high school. The class period is given to interviews for a posi-

tion and a critique of the interviews. The teacher of this class recognizes the plain fact that many graduates who are well-prepared technically fail to obtain a position because of weaknesses in the interview, such as: no shave, too much talk, ignorance regarding the firm, careless personal appearance. In a previous lesson, the elements of an interview had been considered. The pupils had read material on preparation for an interview and the conduct of it. In preparation for the particular lesson under consideration, pupils had been asked to locate advertisements for positions. Each pupil was to prepare himself for the interview. Some representative business men had been invited in from the outside to conduct the interviews. After each interview, a critique is conducted by the business man, the teacher and the pupils. Such matters as dress, neatness, English, general attitude of candidate, general impression, are considered. Each pupil takes the matter seriously and receives suggestions kindly. They seem to feel that such an experience would lessen the strain of a later "first experience."

Winship The Discoverer

By JOSEPH ROSIER, President
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IN reviewing the friendships of past years I recall that the birthday of Dr. Albert E. Winship comes in the month of February. This fact is recorded in his brief biographies, but is more vividly remembered because of the celebrations which were held in his honor at various times. He was one of the most interesting persons I have ever known. His power of observation, his breadth of knowledge and his keen understanding of all sorts of problems, was a constant inspiration to his friends. Early in this century when I was a young school superintendent in my home town a movement was started for the erection of a new high school building. Alumni and citizens wanted an outside speaker to start the movement. The duty of securing that outside person was entrusted to me, and after some correspondence I secured Albert E. Winship to come to our town as the speaker and honor guest at a dinner of high school alumni and friends. He made many visits to my town and my institution in the years following. He had great influence in the development of education in our community. I am sure that the same thing could be said about hundreds of other communities in practically every state of the Union. In movements of this sort the outstanding quality in Dr. Winship was vision. He could survey a community and look far into its future possibilities.

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As I knew him Dr. Winship was an educational journalist. He had the rare capacity of discovering new developments and new ideas in the field of education. His activities as an editor of an educational journal and as a popular lecturer in all sections of the country, gave him unusual opportunities for knowing what was going on in education. He had a broad view of the entire educational problem and a wide democratic outlook. He was just as much impressed with an unusual piece of work being done by some rare teacher in a rural neighborhood as he was by some big development in higher education. Those of us who enjoyed his confidence remember his enthusiasm as he told of the fine things that were being done by teachers and educational leaders in different parts of the country. He brought to his task fine powers of discernment and discrimination in estimating educational values. He was not only able to discover the really new and significant things that were being done but he had the most unusual ability of selling these new ideas to others.

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Dr. Winship had a real educational philosophy. His thinking was thoroughly saturated with the principles and the teachings of Horace Mann. He had a passionate devotion for public education. He believed in the education of the masses. He had no sympathy with the snobbishness of certain types of education. He believed that the security of our American institutions and their progress depend upon a comprehensive and efficient system of public instruction. He was more interested in new movements and ideas for the teaching of children than he was in higher education. He believed in higher education for the benefit and

welfare of all the people. I have listened to many profound lectures on the principles and the philosophy of education, but I feel that I learned more about their meaning and significance from personal conferences with Dr. Winship than from any other source.

He was a great traveler. In a conversation I once asked him if he had thought of going to Europe. He replied that he had no intention of visiting any foreign country. It had been his ambition to know his own country more intimately than any other man of his time. I think he achieved that result. I am of the opinion that no man had more personal friends made through intimate association than he. He made innumerable trips across the continent, and was as well acquainted with educational conditions on the Pacific coast as he was with the doings in his own New England. For many years his travels brought him in contact with school people in every state and in every section of our country. I was often amazed at his intimate knowledge of educational affairs in practically every state of the Union. It could be readily understood, however, because he had made this the great purpose of his life activity.

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Dr. Winship was not only an expert in discovering new ideas in education but he had unusual insight in discovering men and women who were potential leaders in the field of education. He had a marvelous knowledge and understanding of people. He visited school men and women where they worked. He attended state and national meetings where they appeared as speakers and leaders. He was constantly observing such men and women in relation to their potential development. In my last conference with him at the Statler Hotel in Boston in November, 1932, I received his last survey of possible speakers for a national program. He had just recently made a trip through the southern section of our country. Although somewhat feeble from age he still manifested that same spirit of discovery and recognition. He told me about the institutions he had visited and things he had learned on that trip, and about the men he had met that he thought were leaders in their part of the country. From his observations on that trip he went to a wider survey of the educational leaders of the entire country. His knowledge of men and women in the field of education and in the affairs of the nation was characterized by vision and understanding. One of the greatest regrets of my life is that his passing prevented his attending the convention of the National Education Association that year. He had been my friend and supporter, and his interest in the convention program was unusual. His greatest joy came from intimate conferences with his friends who were educational leaders.

Dr. Winship in his years of activity rendered a peculiar and distinctive service to the cause of public education in the United States. The period covered by his lifetime paralleled the greatest development in every department of education. The great public school systems were built up in that time. The great State Education Associations and the National Association were developed. His vibrant personality was a potent force in all of this growth and expansion. Without holding any office in the National Education Association he was probably the greatest single influence in its development. His service to the Association is found in the contribution which he made to the discovery and the promotion of its leadership. He could have been President of the Association had he so desired. He persistently refused all such suggestions and always said he would rather help promote other people to these places of leadership than to have them for himself. He was a great educational campaigner. He probably got his inspiration for that type of work from Horace Mann, whose life was his constant study.

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Dr. Winship numbered his friends by the hundreds. The friends of no other man could have put over such a project as a chain with a link from each state in the Union presented to him at Dallas. The last formal celebration in his honor as I remember was held in the Congress Hotel in Chicago. It was a great event in honor of a beloved friend and leader. As one of his many friends, I am giving expression to these few words of appreciation of what he meant to me. I am sure that similar expressions could be made by hundreds of others. Dr. Winship, through his Journal of Education, his lectures, and his personal contacts, was a great unifying influence in American Education. From the days of Horace Mann we had had much discussion of public education but in the period covered by the life service of Dr. Winship American education became a great organized force. I am among those who believe that he was one of the greatest contributors to this development. I have a feeling that his many friends ought to get together occasionally at some of our conventions to cherish our memories of him and to celebrate the great service which he rendered to the cause of public education.

Torture Chambers De Luxe

By WARREN O. HANSON
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IN earlier centuries many methods were pursued in the effort to extract information from unwilling victims. Of these the most popular during the middle centuries were the torture chambers of various forms: chambers lined with spikes; chambers with moving walls; those with crevices through which obnoxious gases could seep upward or downward as the case might be. Perhaps these reached their height of infamy in heated chambers, sometimes heated by steam from boiling caldrons, at other times by heating the floors or walls until the unfortunate under examination admitted the truth of the charges or if innocent or ignorant employed his imagination to think up an answer that might release him from his tormentors.

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Yesterday, while visiting in a large city, I saw such a chamber. It was a nineteen-thirty-eight model. The room was a bit more comfortable than those of old. There was sun in the room! In fact, so much that the victims forced to sit beneath the window were wiping great beads of perspiration from their worried brows. These were a portion of the group who were temporarily "at ease." The remainder of the number under suspicion were gathered over in the further corner of the room where they were going through a very searching examination. The temperature was rising higher and higher while the inquisitor was waxing more and more angry as individual after individual failed to bring forth the desired information. More heat was turned on—at least mentally—while the room of its own accord increased in actual temperature.

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Is this a picture of a barred room in some prison where desperadoes are incarcerated? No. Surely, then, a special room in a reform school of the old type where desperate needs seemed to demand desperate remedies? No. A thousand times, no.

It is a room in a modern school with a teacher who during the cold weather has been wearing herself into a nervous wreck to the despair of her physician and the dismay and discouragement of her class.

It is an ordinary classroom on the west side of the building on a sunny day in winter when the weather has moderated. The teacher does not concern herself with temperature. It was mentioned in the course in Hygiene at Normal School, but did not register because the teacher herself was not temperature conscious.

She is not to be censured too much, although it does seem reasonable that when the thermometer had soared to 85 degrees she should have become conscious that something was wrong. In fact, when it reached 76 degrees at half-past two and the troublesome twins in the back row began acting up, she should have been suspicious. Again perhaps neither principal nor superintendent had pointed out to her that children become restless and more inclined to be mischievous and "touchy" as their bodies become over-heated. One might have thought that the fact that her class had been poorest in attendance in the building since cold weather set in, while most of the children actually attending had colds of one kind or another, would have made her wonder.

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To all these signs and portents of trouble present and future, such a teacher reacts not at all. She simply knows that the principal has wished on her in this new room a very difficult class to interest. She feels it keenly as she had an excellent reputation both as a teacher and as a disciplinarian in the little country school where she had previously taught.

What she does not recognize is that in the country school where one of the older boys served as janitor, only as much wood was brought in and burned as would keep the room at a moderate temperature—boys do not like to lug wood and usually are not particularly susceptible to cold. On the days when the "janitor" was absent she as teacher put on enough wood to keep the building warm, but was reminded to attend to it only when she felt cold. In her present building with the heat supplied from a central heating plant and a janitor who objects to teachers "monkeying" with the heat she felt it none of her responsibility.

Even the foul-air outlet has seemed a useless thing to her, hence she has neglected to open it or notify the janitor when it has been left closed.

All she realizes about the situation is that she is having an "awful time," that the principal objects to so many sent each afternoon for discipline

and that on the last examination her pupils stood poorly.

Unfortunate teacher!

Unfortunate principal!

Unfortunate children!

Good teacher, if you are having trouble in discipline, in interest, in attention or quality of work, be suspicious. Be suspicious of yourself and of all those things you were warned about in training, but most of all be suspicious of your reactions toward temperature. Be sure you have a thermometer that is easily read: one preferably from 40-90 degrees, that has large spacing so that you can read it to within a degree. Then place that thermometer on an inside wall away from any source of heat or current of air. Do not place it on a level with the pupil as is so frequently recommended, since in looking down on it you will mis-read it two to four degrees cooler than it really is. Keep the thermometer on a level with your eyes and as near 68 degrees as possible, except on raw overcast days when in some rooms 70 degrees may be preferable.

Cultivate temperature consciousness, and if you can, learn to lean on the thermometer as a friendly servant and guide. It will be one more means toward making yourself and your class happy. It may solve many a real disciplinary problem.

A College Breaks With Tradition

WARD A. WHITCOMB

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Under the Hiram Plan, a course is taken intensively for nine weeks, then dropped for another course.

IN January, 1934, the faculty of Hiram College voted to undertake, for a period of three years, an experiment of intensive study courses in the regular sessions of the college.

A similar experiment had already been conducted for three years in the Hiram summer school; during a six-weeks' session instructor and student had given full time to a single course. The organization adopted for the winter sessions was a modification of this plan. Accordingly, the Hiram Study Plan as organized, beginning September, 1934, divides the academic year into four quarters of nine weeks each. Four of the five full-year courses which normally constitute a student's load are offered intensively, one in each of these four quarters. The fifth course, known as a continuous course, is offered three hours a week throughout the entire year in the orthodox manner.

In scheduling his day, therefore, a student gives four-fifths of his time to his intensive course and one-fifth to his continuous course. At the end of each nine-week period, he completes his intensive course and takes his examinations, receiving credit for a year's work (six hours) in that subject. The daily program is: 8 to 9 a.m. continuous course; 9.30 a.m. to 4.30 p.m., intensive course; from 4.30 p.m., extra-curricular activities.

Must the student be compelled to spend from 9.30 until 4.30 each day in the classroom? Not at all. Even the instructor could not stand that much concentration. Under the Hiram Study Plan, the class is subject to call by its professor during this time with the necessary exception of the lunch hour. If the student is taking a "reading" course, he may spend an hour and a half or two hours in the morning in a class discussion of the material for the day. No bell will interrupt this discussion; the instructor will dismiss the class when the matter has been thoroughly gone over, or when he has finished his lecture at the logical (or psychological) conclusion. The afternoon will be spent in the library, or in the dormitory room studying the text, or in conference singly or in groups with the instructor much after the tutorial method.

The laboratory student will spend the entire day in the "lab.," in most instances never going into a formal classroom, because lectures, demonstrations, problems can more often be made more effective in the laboratory with all material present and the student actually at work with the material. In certain chemistry courses the student must spend six to eight hours in one continuous stretch in making tests and conducting various experiments. No interruptions are on the student's schedule to prevent his doing this.

Is it necessary or desirable that the sociology class spend a whole day in visiting centres of interest in that field? It is simple enough to plan such an excursion, for the student has no other class to conflict. Likewise the classes in economics, psychology can take a full day off with no complications. The botany class (the course is always held in the spring) will

take a picnic lunch and spend five to six hours a day in the fields.

The faculty looked forward to the experiment because it would eliminate one of the academic sins, that of instructors competing for the students' time. No longer could a student say that he was unprepared because "Professor So-and so" gave a very heavy assignment. (What college does not boast of at least one professor who believes his course is so important that he must monopolize the time and devotion of his students?)

The students looked forward to a system wherein the "finals" did not all come at once, but were scattered throughout the year. No longer would there be all night sessions with coffee and aspirin; "breakdowns" and fainting girls would be talked about only as having happened in the past.

Hiram College tried this plan for three years. It was conducted as an experiment, the faculty and the students to decide at the end of the three years whether or not the scheme of intensive study would be a permanent policy of the college. During the experiment many objective and subjective measurements were made to discover, if possible, if more and better learning resulted from this method of teaching and study: and just as important, what do the faculty and students think of the plan?

From the mass of objective data few clear-cut conclusions were obtained. In general there was an increase in subject achievement scores with intelligence equated, but the increase was not significant. From the results of the Co-operative General Tests (measuring general culture, English, literary acquaintance, general science, and general mathematics) there is conclusive evidence that the senior class graduating in 1936 profited more by its two years under the Hiram Study Plan than did the senior class graduating in 1933 which had four years under the old plan. Every test proved the superiority of the latter (1936) group.

The Librarian is most enthusiastic about the operation of the plan. The report to the Evaluation Committee indicates careful observation and comparison. Briefly, the Librarian stated that, because longer periods are at the disposal of students, the time actually spent in the library was used more efficiently. Fewer trips to the library resulted in little loss of time in getting settled and getting ready to leave. Longer periods of reading resulted in more intelligent reading and good reading habits. With less coming and going in the reading rooms, there was a minimum of loss through distraction.

That the intensive system keeps academic interest at a higher level throughout the college year is evidenced by only a small decline in library activity during the nine-week term as compared to a rather marked former decline during the eighteen-week semester.

The distribution of term papers over the school year has permitted the Library to serve better the students preparing them. The report states further that with fewer courses running simultaneously there is less congestion and fewer conflicts in demands for books. Improved library service and enriched bibliographies resulted. Because of the closer instructor-student relationship, individualized reading programs are common. The library attendants work closely with the faculty in providing wise counseling regarding such reading programs.

The Librarian's report concludes with the statement that an increased seriousness of purpose in the use of the Library by nearly the entire student body characterized the period of intensive course experimentation.

•

Dormitory life has been quieter under the Hiram Study Plan. The matrons reported that there are markedly fewer cases of disorder, that study hours are more carefully observed, that discipline cases have diminished in number and seriousness, and that examination week hysteria has disappeared.

The Hiram Study Plan has more advantages than disadvantages for practice teachers, according to statements made by the supervisor of student teaching and the various critic teachers. Varied experience (more subjects, more grade levels) and concentration of effort outweigh the short length of time (weeks spent in training and teaching) and the hurry of getting started.

Students became enthusiastic about their intensive courses. The graduating class of 1936, which had two years of study under the traditional plan and two years under the Hiram Study Plan, voted twenty-four to one that the intensive plan was superior. When the entire student body registered its opinion toward the close of the three-year experimental period, 99.04 per cent. of the students voted 18.5 to one to continue the plan. Men and women voted the same within tenths of one per cent.

Analyzing the Student Vote on the basis of intelligence (Ohio State University Psychological Test percentiles), it was found that both the upper and lower quartile groups voted for the intensive course plan in equal numbers. The Plan evidently appeals with equal strength to the entire intellectual range of Hiram students.

Given opportunity to register

their opinions of various phases of the Hiram Study Plan, the students expressed themselves in these general terms:—

They find that academic work is not too hurried under the Hiram Study Plan, that nine weeks is not too short a time for a six-hour course, and that they do not have an unpleasant sense of hurry in their work. They feel that more collateral reading is done under the Hiram Study Plan, that course papers and themes are better prepared, that they have done better and more work under the New Plan.

They have enjoyed the flexibleness of class hours under the new system, have enjoyed working under the plan, and have found the schedule of final examinations operating more easily. They were nearly unanimous in their opinion that they were better able to unify their efforts. They also found ample opportunities for individual conferences with their instructors. And, contrary to many predictions, they decidedly did not find their courses more monotonous under the intensive plan.

An "attitude toward subject" scale was administered to all students each year; the results revealed that courses were increasingly better liked during the three trial years.

The members of the faculty expressed themselves concerning a number of phases of the Plan. Generally, the faculty felt that quarters of nine weeks are not too short for six-hour courses, and it does not take a disproportionate amount of time to get started in a new course, and they have had no serious difficulty in arranging schedules. On the whole they believe that they had found more time for student conferences; they also find that the system of final examinations operates more easily under the Hiram Study Plan.

The faculty further reported that preparation for teaching requires more time under the Plan. They were not so certain that they spend more time in classroom lectures, recitations, discussions, and so forth.

The faculty gave as advantages of the New Plan (in order of frequency): individualization of education, higher interest on the part of both student and instructor, flexibility of teaching program and methods, continuity and unity of class thinking, less competition with other courses and departments, more student conferences, continuity of laboratory work, better student preparation, the enrichment of courses, increased teaching efficiency, opportunities for closer student relationships, correlation of theory and practice, less drive in class, and change in attitude toward education as a process of teaching to one of learning.

The more significant disadvantages of the Hiram Study Plan as the faculty sees them are (in order of frequency): unsatisfactoriness of the present method of conducting continuous courses, inadequate library facilities for certain courses, heavy academic loss from even a few days of class absence, reduction in number of class offerings, probability of conflict with the law of distributed effort in learning, possibility of a larger forgetting factor, and lack of time for reflective thinking.

Significant changes in teaching techniques under the New Plan are given by the faculty as follows: the larger number of individual student conferences; the change to a tutorial or seminar approach; the personal direction and individualization of reading programs, and the elimination or diminution in extent of formal class lectures in some laboratory sciences, lectures and discussions being held in the laboratory with material present.

The feeling among the administration, faculty, and students is that the period of experimentation of the intensive course plan has just begun, that many adjustments in curriculum, teaching technique and administration must be made. Accordingly, President Kenneth I. Brown has instructed the Committee on Educational Research to consider modifications and developments of the Hiram Study Plan and to make recommendations to the faculty.

Ten "next steps" have been formulated. Among them are: Continuing and expanding the program of evaluating the Hiram Study Plan, studying possibilities for comprehensive examinations, enriching courses, enlarging library facilities, refining teaching and learning techniques, developing the recreational program, and improving the personnel program.

The Hiram faculty, progressively minded, conceived and inaugurated the Hiram Study Plan. By its own vote, the Plan will be continued with the understanding that every attempt will be made to perfect the processes of intensive teaching and learning.

Education makes people think, and thinking may make them dissatisfied. Thoughtful dissatisfaction has produced most of the things which are indispensable to civilized life.

—Robert M. Hutchins, President of the University of Chicago.

What's Doing in Art?

Question and Comment Are Invited

JOHN G. WOLCOTT
Master, Greenhalge School
Lowell, Massachusetts

IN the January issue I stated that the Journal of Education was much interested in art teachers. They deserve recognition. I rejoice to announce letters from prominent educators endorsing the Journal's campaign for art teachers.

Good Friends

Among the first to cheer was the committee on art of the N. E. A. The president of the committee is Grace M. Baker, Colorado State College of Education; the secretary is Annabel J. Nathans, director of art in the public schools of New Orleans. Mrs. Nathans' sympathetic letter was printed in the February issue.

I am glad to present a letter from Royal B. Farnum, vice-president of the Rhode Island School of Design, whose activity in art is vigorous:—

> I am interested to know that discussion is to be presented relative to recognition of the teacher of art. A degree seems to be a necessity for the teachers of art in most of the States. In the first place, school officials wish the special teacher to be on the same footing as the teachers of general subjects. In the second place, the special teacher finds it difficult to obtain adequate compensation unless she can qualify with an academic degree. To obtain these credentials, it has been necessary for most art teachers to go to teachers' colleges or schools of education. In other words, the special teacher has not been able to concentrate on her specialty and at the same time receive academic recognition.
>
> A number of teachers at the International Congress in Paris agreed that steps should be taken in this country to set up an Accrediting Board composed of representatives from those schools which offer professional training for art teachers, but which, at the same time, have not received full academic standing in collegiate schools, in spite of the fact that State authorities have approved of the degrees these schools offer and have given teachers' licenses to their graduates.
>
> Steps are being taken to appoint committees in the regional art associations to bring about the establishment of an Accrediting Board qualified to pass judgment upon teachers' training courses in schools of art.

Collegiate View

One of the grievances of art teachers is the attitude of the important colleges. Let us hear what Professor Arthur Pope of the Division of Fine Arts, Harvard, has to say. In his charming book, "Art, Artist, and Layman," he writes: "The director of one of our large museums told me of interviewing a graduate of one of the leading art schools who was applying for a position in the museum. The applicant was unusually bright but simply had not the fundamental training, even in art, that he might have had in a good college, to fit him for the museum." Most students of art, the writer continues, can never follow the profession of a practicing artist; they need the liberal education of the college rather than the narrow technical education of the modern art school.

The teacher without a degree will be interested in the following passage on advanced study in painting: "Admission would be limited to students of high intellectual standing. Mere possession of a degree would not be sufficient evidence of this. These students would have acquired, along with a sound general education, some definite understanding of the visual arts."

Readers who would like to obtain a position in a college, where salaries are higher than in art schools, should get Professor Pope's enlightening book. On page 131 he says: "The lack of trained teachers to head departments of art in some of our universities is a striking and embarrassing phenomenon."

Letter from Chicago

Graduate schools of education are becoming interested in art teachers. Here is a letter from Frank N. Freeman of the University of Chicago:—

> In the Department of Education is included a man in the teaching of art, Professor William G. Whitford. It is possible for a student to take a Master's degree with emphasis on art. His study would deal with educational aspects of art rather than with technical aspects. Under special conditions he might take courses in the Department of Art in connection with Education.

Professor William G. Whitford is the author of "An Introduction to Art Education," a very practical reference book covering every phase of school art instruction. It is reviewed elsewhere in this issue.

Your Great Idea

From the above I can see we are finding out new things. The subject becomes interesting. What do you think about it? This is the place for plain speech.

In our next issue I plan to give the world your idea for a great painting. Letters in answer to the February issue will appear in April. This discover-

ing of hidden genius is fascinating!

Government Art

I have a letter from Edith Nourse Rogers, who represents us in Congress, explaining why the United States has purchased so much immature work from unknown artists. She says the government money was intended more for relief of the destitute than for support of art. She agrees that much of the art showed ignorance of design and practice. This is something for you art teachers to think about. If the government is going to spend money on relief, should it hang in Federal buildings and State Capitols the crude work of students and of failures in the art classes? The government is only encouraging another Victorian age of clumsiness. Teachers should fire their present students to protest against this absurdity. Many art teachers could paint circles around people who have decorated public buildings.

Classroom Clinic

Of Personality and Behavior Problems

Conducted by

GARRY CLEVELAND MYERS, Ph. D.

The Stuttering Child

From Iowa a teacher writes:

"I have a girl in my grade (fifth) who stutters. She does not appear nervous, almost always volunteers to recite or to get up in front of the class to tell a story. The other children do not laugh at her. She appears to have good health, plays much. I never hurry her when she speaks and yet she is getting worse. In telling a short story of about four paragraphs she will falter as many as eight times. She may say, 'wh-why wh-whe-when the boy found'—go on a few sentences and the same stuttering. Her school work is done very well and she is very intelligent. I have never said a word to her in regard to her handicap.

"Now, what can I as a teacher do to help her? Is stuttering hereditary or is it caused from some physical disturbance?"

ANSWER—This child is fortunate to have a teacher as sympathetic as you are. Perhaps you should tell her, while alone with her, that if at any time she does not feel like talking she should give you a secret signal. Plan to have her on an errand when you will compliment the other children on their fine behavior toward the girl, and ask them to relax and breathe naturally, and act as if sure all will turn out well, as she speaks.

Get in touch with her parents. Win their friendship and co-operation. After the second or third visit to the home, in the absence of the child, tell them how you are trying to help her and try to get them to do so as well. Ask them to read aloud to her and induce her to read aloud to them or alone. Have her sing in concert with others, but never to interrupt her, or ask her to speak slowly, or look at her mouth as she stutters. Find out if she feels secure at home; feels as much loved as anybody else there. In case there is a younger child who gets much attention, prevail upon them to play up that child less and to play this child up more, and to show her more affection.

Advise them to try to talk with soft, quiet voices, keeping the radio turned off when there is family conversation; not to let the girl listen to exciting programs, nor go to moving picture shows except very occasionally; neither to attach so much importance to her school grade. Ask them to treat the problem not as inherited but as emotional, and the child as a sick child; also to keep in touch with their physician.

As she comes home from school, or just before dinner, she should lie down for thirty minutes and for one hour Saturday and Sunday. Anything you can do to help her to enjoy more serenity at home and at school should help her improve her speech. If you have a speech expert in your school, her success with this child will also depend chiefly on how well she can improve the emotional conditions. More and more, stuttering is being treated psychologically rather than mechanically.

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By the same principle we can help the older child who stut-

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ters; but the older he is, of course, the harder the problem, and the harder he will have to work on himself to gain poise, self-confidence and social courage. If he has sufficient will power and self-management, and enjoys adequate sympathy and understanding from those he comes in contact with at home, school, and at large, he has a good chance to win.

Perhaps the best book to show him how to win is, "The Stutterer Speaks," by Conrad Wedberg, Bureau of Speech Correction, California State Department of Education, Sacramento. I wish every stutterer old enough to read well, would read this book, and that every teacher and parent would.

To quote a bit:—

"A thoroughly happy child never stutters! . . . The stutterer is a person who is not on his way but IN his way! . . .

"Stuttering or stammering is merely one manifestation of emotional maladjustment. . . .

"We must ignore the symptoms of stuttering as a speech defect. Corrective procedure must be applied to the source of the struggle, the emotional conflicts which are going on within the socially maladjusted personality."

The author tells of his own struggles and his victory. "Until I was thirty," he says, "I stuttered severely. . . . When I finally came to the realization that my affliction was more than mere speech defect, that it involved my whole personality, and that my stuttering was only the audible struggle of a great battle going on within my emotional life, I attacked my problem from an entirely new approach. In exactly five weeks I emerged from the curse of a stutterer's existence, and entered the realm of fluent and unhampered speech."

But for a stutterer just to read this book won't cure him. He can cure himself only if he has the necessary stuff of character and grit in himself, and either sufficient help by way of encouragement of others with whom he mingles most, or the ability to rise above their hindering response to him. Nevertheless, if those nearest and dearest to him only knew, they could help him, oh, so much.

A good practical book to guide parents and teachers in helping the young child who stutters is "Speech Training of Children," by Blanton and Blanton. They also discuss the problem in their "Child Guidance." The present writer devotes several pages to the subject from the emotional angle in his "Building Personality in Children."

Famous Fallacies . . .5

FRANK M. RICE
Paterson, New Jersey

"*High Cost*" of Books and Supplies

SOMEHOW or other, the average citizen gets the idea that one of the big expenses connected with schools is the high cost of books and supplies. A fever of economy generally strikes first at this part of the equipment. Any cuts in contracts or salaries naturally bring indignant squawks from the persons affected. But text-books and supplies have no voice, nor vote; so here is where the peanut politician has his big chance to protect the taxpayer. If there are no suitable textbooks or work books in certain subjects, teachers can write the sentences, poems, music, problems, and the like, on the blackboard and pupils can copy them. This is a 50 to 90 per cent. loss of efficiency in the teacher's time, worth $2.00 an hour, and the class's time, worth even more, but the city has saved 5 or 10 dollars a year (or whatever a year's wear on a set of books would be), and nobody has hollered.

If the system furnishes no materials or apparatus for science work, the one subject most needed for understanding and control of the world about us can be dismissed with a little reading and talk. What shall we say, a 95 per cent. loss? If the school furnishes the classroom no tools or materials for the children to make worthwhile articles with, they can drag out the years filling waste baskets with an ocean of useless paper stuff; loss, unfathomable. If the authorities decline to provide typewriters, duplicators, picture machines, phonographs, radios or other appliances that bring live work into the building, enterprising principals and teachers, to whom life is more than meat, can buy them out of their own pockets, or get up sales and entertainments, and so get around the difficulty somehow. These and other fallacies can flourish only where there is no scientific measurement, and where results are left to conjecture. If the returns on the investment were studied it would be a different story.

A principal went into a new building where book money had been rather limited. The pupils had no geographical readers, hygiene books and only two or three sets of regular readers in each classroom. He gave two standard tests in reading, and found the pupils about two years below the general average for each grade in speed and comprehension. By a fortunate circumstance he was able to get a large increase in book money. He equipped every grade with the missing books, including a variety of easy supplementary reading. In two years under the same teachers and with the same time and methods the pupils had been brought up to standard in all grades. Four years' reading progress had been made in two years. A few hundred books alone had rendered an educational service worth thousands of dollars in teachers' time and of inestimable value from the pupils' and parents' standpoint.

Contrary to popular opinion, the cost of books and materials even in the best equipped systems is one of the smallest items in the school budget, and the one item where the school patron is most certain to get his money's worth. Careful surveys show that over 25 per cent. of the teachers, even in leading states, are "compulsion type" teachers, who do little day after day, but drill pupils on the contents of textbooks. The only way to get new ideas into such classes is to get new books. But all types of teachers are also bound by their equipment. The better the teaching, the more research and construction are utilized. These call for reference books and materials in abundance. Veto power in the hands of moss-backs and amateurs can do great damage, being penny wise in cutting expenditures and pound foolish in squandering the public good. "There is that scattereth and yet increaseth," said the wise King Solomon. "There is that withholdeth more than is good, but it tendeth to poverty."

Nobody advocates waste; even the waste of a sheet of scratch paper, unless it costs more than it is worth to save it. In the interests of real economy a sense of proportion is important. The big wastes are not wastes of supplies. A teacher who commonly spends half a period of class time three times a day copying outlines, questions, etc., from the blackboard, instead of using books or duplicator, wastes more than the entire year's book and supply account for the building. A five thousand dollar principal who spends half his time replacing a one thousand dollar clerk wastes more than the books and supplies in his building would cost. A short, half-page reading notice passed through the building to be read and signed in working hours, instead of being printed in a bulletin and read at leisure, costs more than the building's writing and drawing supplies for the day. There are plenty of school wastes. Why begin with the least serious?

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All in the Day's Work

By EVERETT V. PERKINS

Principal, Cony High School

Augusta, Maine

The Right to Slowness

A letter from our State Commissioner of Education, Dr. Bertram E. Packard, suggests that we give more attention to the slow child. This is fine, but first many of us must change our attitude towards this type of pupil.

Too often the slow child is merely tolerated in the schoolroom. He has to be accepted, of course, but the smiles of the teacher and her praises are apt to be reserved especially for the brilliant.

It must be remembered that a child is not doomed to failure in life just because he is slow. Ulysses S. Grant was slow. He was in the lower half of his class when he was graduated from West Point. He had, however, that invincible determination which made him a great general.

Charles Darwin was considered "a very ordinary boy, rather below the common standard in intellect." But he now ranks among the world's greatest geniuses because he possessed "the infinite capacity for taking pains."

It is useless for us teachers to try to make over the slow child. We have to take him the way nature gave him to us. We can, however, help him to build up such traits as thoroughness and persistency, which are among the first essentials for success.

We must by all means provide for the individual differences of our students. Unless we do this, the slow become discouraged in trying to keep up with the quick and the quick get lax by being forced to stay back with the slow.

•

Educators or Exploiters?

"Do you think that I had better take Latin or chemistry?" I am asked by a junior girl.

How easy it would be for me to put the young woman into Latin! The class is small; there are plenty of seats and extra books. The teacher is eager for more pupils. In the chemistry department, however, there is a badly crowded condition. The instructor has filled every place in the laboratory. It will be hard for him to take even one more student. What am I to do?

There is but one answer. I must consider only the interests and needs of the girl herself. If it seems best for her to take chemistry I must put her into that subject and see to it that she gets an opportunity to do the work. If I don't do this, I am exploiting the student for the sake of the schedule.

"Shall I have my boy give up getting his diploma next spring and spend another year in the school as an undergraduate?" is the question put to me by the father of one of our seniors. The boy is a great athlete. We have some chance for a state championship football team and it would be fine to have the help of this boy on the gridiron. If I can't forget all that, however, and consider only what is best for the boy himself, I am exploiting a student for the sake of athletics.

There are many occasions where it is easy for educators to turn exploiters. One who has any conscience has to be on his guard continually against so grave an error.

•

Some One Failed

A letter came from one of my former pupils, a young man, who is so unfortunate as to be in prison. He is very grateful for the articles I sent to help him pass the time away, but he is very bitter about the situation in which he is placed.

He feels that those who were supposed to be his friends went back on him at his trial, that others worse than he go unpunished, that the world will give him no chance after he completes his sentence. He believes that the prison life is doing him great harm.

One object of incarceration is supposed to be the improvement of the offender. Some places of confinement are called reformatories. I judge from what I know of prisons that inmates seldom come out better than when they went in.

What is the reason why this young man slipped? Certainly some one failed. I, myself, feel by no means guiltless. If I had given him an encouraging word when he sorely needed it, if I had held up before him by precept and example a little finer ideals, he might be a useful citizen today.

When our former students rise to high attainment we educators glow with pride. There is just as much reason why we should hang our heads when those whom we have taught go wrong.

The News Digest SECTION

Days in School

Ohio Students Rank First in Attendance

HARRISBURG, Pa.—"Pennsylvania ranks sixth among the States in the average number of days attended by each pupil enrolled," Dr. Lester K. Ade, superintendent of public instruction, said recently. "While the minimum length of term in all but fourth-class districts is 180 days, the average number of days actually attended by the pupils of the Commonwealth is only 158. The average number of days attended by each pupil enrolled is obtained by dividing the aggregate number of pupil-days that pupils were physically present by the net enrollment for the year. On this basis, Ohio averages 166 days, New York 162, Michigan, Wisconsin and Maryland each 159, and Pennsylvania, New Jersey and Connecticut each 158 days." Dr. Ade pointed out that figures from the United States Office of Education reveal that the pupils in ten States attend less than eight days out of each ten days the schools are in session. The average length of the school term for the continental United States is 173 days for 1935-36 and the number of days attended by each pupil enrolled is 146 days.

Married Women Teachers Inferior, Says Medical Examiner of Schools

NEW YORK.—There are too many married women in the New York City school system, Dr. Emil Altman, chief medical examiner of the city schools, asserted recently. Because of the married teachers, the schools are penalized in the way of classroom efficiency and increased educational costs, he indicated.

In a study of married versus unmarried women teachers, Dr. Altman found that fifty per cent of the women teachers in this city are married. Of the 37,000 teachers in the school system, 30,000 are women. Of this number 15,000 are married. This, the medical examiner held, is a much higher proportion than the efficient operation of the schools can permit.

Basing his conclusions on the office records of 50,000 teachers gathered in the last fourteen years, Dr. Altman found that married women teachers stay away from school for longer periods, do not regard their jobs with the same enthusiasm and take less interest in their pupils than do unmarried women teachers. For many, he said, teaching has become a means of getting "pin money."

It is his belief that married women do not necessarily make the best teachers. For one thing, continuity of service is extremely important. When a woman takes a maternity leave her place must be filled over a prolonged period by a substitute, thus destroying continuity. Dr. Altman disclosed that about 1,600 maternity leaves are granted each year, and that 1,500 regular teachers are out of the system at all times.

Also, he found that frequent absences of married teachers, due to illness within the family, proved a handicap to the pupils. He cited the case of a teacher whose child developed scarlet fever and subsequent complications. Quarantined by the Board of Health, the teacher stayed out of school for nearly a year, taking care of her child, while the Board of Education paid her salary.

This, the examiner said, is not an isolated instance.

Seek Jobs

59 College Men On Firemen's List

NEW YORK.—Fifty-nine of the first 200 men on the new eligible list for firemen hold college degrees, it was disclosed by Paul J. Kern, president of the Municipal Civil Service Commission. A total of 180 are high school graduates and fifteen were well advanced in high school when they ended their formal education. Only five had little high school education or none at all.

Stephens Retires

L. E. Frazar Becomes President of S. L. I.

LAFAYETTE, La. — Dr. Edwin Lewis Stephens, for the past thirty-eight years president of Southwestern Louisiana Institute, has retired from the college. Dr. Stephens was appointed head of S. L. I. in 1900 and assisted in erecting the first college buildings there. He has been the main force in building the college from little more than a high school to its present status of a recognized college.

L. E. Frazar, principal of Merryville High School, has been appointed to fill the president's chair at S. L. I., which was left vacant by the retirement of Dr. Stephens. Mr. Frazar is a graduate of Southwestern and received his master's degree at Louisiana State University. Mr. Frazar has been very active in the Louisiana Teachers' Association.

Vocabulary

College Student Knows 176,000 Words

EVANSTON, Illinois.—How well do you know your mother tongue? Better than you think, perhaps. A recent survey at Northwestern University here, disclosed the average college student has a "recognition vocabulary" of 176,000 words—a bowing acquaintance with them—which is many more than the 15,000 heretofore credited to adults. Dr. Robert Seashore, associate professor of psychology, conducted the test. The students, he found, knew the meaning of 62,000 basic, or root, words and 114,000 derived words—adeptness in slang on the campus notwithstanding. Vocabulary size, Dr. Seashore believes, is an indicator of general intelligence. Possessed of a large one, a person usually does well in an intelligence test, he thinks.

Gullibility

Test Shows Seniors Would Sign Anything

SYRACUSE, New York.—Syracuse University School of Journalism students passed a petition around among fellow students in a "gullibility test." They found 115 seniors would sign a paper that at the start read like a proposal to eliminate final exams for seniors but ended up with a promise to serve five years in a chain gang. Said the journalism students: "They'll sign anything."

Boys Take Special Food Course To Learn How to Be Good Cooks

DETROIT, Michigan.—Fifteen students in the junior and senior classes at the city-supported Wayne University here, are learning to make hot breads and to set tea tables in a self-initiated cooking course which gives full credit toward a degree. Entitled "Special Problems in Food for Men," the course covers marketing, food preparation, choice of kitchen and dining equipment, serving, carving and etiquette.

Some of the pioneering boys, who had been clamoring for the course, expect that it will help them in getting or keeping jobs. One man, for example, hopes to qualify as cook in a boys' camp next Summer. Another, who works in a large food market, wants to be a more efficient salesman.

But the majority of the men cooks are taking the course for their own personal satisfaction, to learn to "play the perfect host" or "the good provider." One boy wishes to learn how to select fresh vegetables and the most economical cuts of meat because "I do most of the buying of groceries for our family." A second is anxious to know correct food service and etiquette.

"I like good food and would like to know some of the fundamentals in preparing it," one boy wrote in answer to a questionnaire. But the frankest student simply stated, "I am taking the course in order to be independent of women."

The cooking class is a full two-hour unit. The dean of pharmacy has requested a short intensive unit in drug-store counter lunches through a realization that the success of the corner drug store is dependent upon the popularity of its food service.

Mental Health

Conference of 27 Educational Group

BOSTON, Mass.—A conference on "Mental Health in Education" will be held at the Hotel Statler, Boston, on Friday evening and Saturday morning, March 11 and 12, under the joint auspices of the Massachusetts Society for Mental Hygiene and twenty-six educational institutions in the State, both public and private, which are interested in the professional training of teachers. The various sections will meet on Friday evening and Saturday morning and a luncheon will be held on Saturday noon, at which the topic "Human Values in Education" will be discussed. Registration fee will be fifty cents, which may be applied to the cost of the luncheon ($1.50) on Saturday.

Further information about the conference may be secured by writing to the Massachusetts Society for Mental Hygiene, 3 Joy street, Boston.

Mixed "Math"

New Study Proves Boon to Students

NEW YORK CITY—A new type of "scrambled" mathematics—a combination of algebra, plane geometry, solid geometry and trigonometry—which is being tried experimentally in thirteen high schools of this city, appears to be obtaining better results than the traditional method of teaching these subjects, it has been revealed.

In several schools more students have passed in mathematics and many have proved capable of advanced work, gaining an introduction to calculus, analytical geometry and statistics. After taking the fourth-year course, several high school seniors were able to pass a teacher-in-training mathematics examination given by the Board of Examiners, which is usually taken by college graduates and failed by eighty to ninety per cent of them, according to Meyer Weiner, chairman of the mathematics department at the New Utrecht High School.

Instead of studying algebra or geometry as separate courses, the high school pupils find the time-hallowed "a square plus 2ab plus b square" disguised among such things as index numbers, old age pensions, installment buying and funding debts. According to proponents of the scheme, a more dynamic humanized mathematics results, with the emphasis on every-day living rather than on formulas.

Reverse Roles

Boys Are Cooks; Girls Wield Saws

LACONIA, N. H.—If boys can cook why can't girls use a hammer and plane?

Several high school girls decided they could, after boys had invaded the kitchen to get the foundation for future work as chefs or culinary authorities.

And so, Charles Lord, manual arts teacher, is instructing fifteen girls in carpentry, after regular school hours. They have started on broom handles but have aspirations for metal sheet work.

Resigns

Mary Coolidge To Quit Wellesley Post

WELLESLEY, Mass. — Forsaking the rigors of administrative routine for the study and teaching of philosophy, Dr. Mary Lowell Coolidge will resign as Dean of Wellesley College in June. After a year's leave of absence in 1937-1938, Dr. Coolidge will return to Wellesley as professor of philosophy.

No Dean

Personnel Workers Replace Chaperons

ST. LOUIS, Mo.—A new plan of operation, in which the office of dean of women and those of her sister chaperons, the heads of college houses, are entirely abolished, went into effect as a permanent policy at Stephens College this Fall. Stephens is a Missouri junior college of 1,170 students, to which Miss Maude Adams went this Fall as Professor of Drama.

The deanless policy, tried experimentally at the college last year, resulted in raising the morale of the student body more than any previous measure to that end ever undertaken, President Wood averred.

In place of the old-time matronly heads of halls, whose task was to watch solicitously over student morals, there will be trained personnel workers. The new resident advisers, all college graduates with Masters' degrees in personnel methods, have much the same intellectual background as the faculty, meeting them on an entirely different plane from that of the traditional proctors, and thus more effectively gaining the girls' co-operation, President Wood believes.

Transportation

Rides to School Cost $5,000,000 in New York

ROCHESTER, New York.—New York's taxpayers spend about $5,000,000 annually to transport their children to and from school, a survey by the State Board of Regents has revealed. The transportation facilities range from boats to modern busses, says Dr. Alonzo G. Grace, Professor of Education at the University of Rochester, who has spent the last two years making the survey as part of the Regents' inquiry into the character and cost of public education. To get the true story of the school transportation system, Dr. Grace has ridden more than 1,600 miles with the children themselves in all sorts of conveyances.

Proposal

Degree for Teachers Of Trades Courses

WORCESTER, Mass.—Close to 400 men and women from all parts of the state attended the annual conference of presidents and secretaries of associations affiliated with the Massachusetts Teachers' Federation here. State Commissioner of Education James G. Reardon discussed activities in schools of the state for the coming year, and emphasized the necessity of co-operation among teachers in order to bring about an efficient, effective and harmonious system. Among matters that he referred to in the state's program for the coming year were a proposal for more study by instructors in vocational schools and a plan to reopen classes for adult alien education at Amherst, East Longmeadow, Andover, Bellingham, and Methuen. Concerning vocational instructors, the Commissioner said that the majority enter teaching directly from a trade, and that it is proposed to give them an incentive to increase their value as teachers by prescribing a further course of study, with the objective of receiving a degree, in which their experience will be accepted as a unit toward the degree.

Too Worldly

"Plain People" Refuse Modern School

HARRISBURG, Pa. — "Plain people" of Pennsylvania who have not changed a religious custom since they settled here in 1712 won a year-long fight to keep their children away from "the worldly temptations" of a $112,000 PWA school building.

A half dozen Amish and Menonite tobacco growers called on Governor George Earle in an appeal to return their children to the ten little red schoolhouses which were replaced this Fall. He complied.

"This is a matter of religion," said Mr. Earle, as he ordered the small schools re-opened at the State's expense.

"These people," argued John Landberg, attorney for the farmers, "believe there are too many worldly temptations in this school. They were satisfied with the old ones. They don't want their children to grow away from the farm and the religion."

The new building, at Smoketown, in Lancaster County, had been boycotted by thirty Amish and Menonite children since it was opened. It has electricity and radio. The Amish religion forbids such innovations in their homes.

Half the cost of the building was borne by the Federal relief funds. The Amish are prohibited from accepting public charity, neighbor preferring to help neighbor in time of distress.

Youth Living in "Sick Society" Declares Dr. Rainey in Report

WASHINGTON.—A bleak picture of America's young people living in "a sick society," which has yet concretely to consider their manifold perplexities and problems, is limned in a report to the American Youth Commission of the American Council of Education made public under the title "How Fare American Youth?"

The report was prepared by Dr. Homer P. Rainey, director of the commission, of which Newton D. Baker is chairman and Owen D. Young is vice-chairman.

Its findings are based upon official Federal, state and municipal youth surveys and censuses, published in New York, Iowa, Wisconsin, Maryland, Massachusetts, Michigan, Pennsylvania, Texas, Connecticut, Minnesota, Ohio, Indiana, New Jersey, Colorado and Kentucky.

The commission's report offers answers to questions concerning youth's plight.

Jobs? "Youth constitutes a third of all unemployed. Forty per cent of employable youth have been unable to find work."

Wages? "Among the most favored class of employed youth sixteen to twenty-four (years of age)—those in cities—the median wage is generally in the neighborhood of $15 a week. The proportion of youth who work without wages is surprisingly large."

Mental health? "One-eighth of first admissions to State hospitals along in 1933 were between the ages of fifteen and twenty-four."

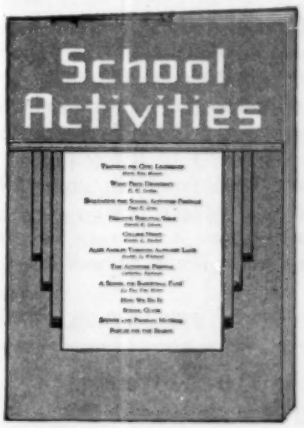
Rural youth? "The farms today have 2,000,000 more youth than are needed to grow the commercial agricultural products."

Religion? "The lack of interest in church work now observed among young people is due more to an absence of vitality in organized religion than to the attitudes of youth."

Family life? "The depression forced some one and a half million young people, who normally could have been married, to postpone this step."

"The business man's gospel that there is always room at the top, while a convenient peg upon which to hang sermons of industry and thrift, is hardly even remotely applicable to modern industrial employment," is Dr. Rainey's comment.

The report, published by the D. Appleton-Century Company, recommends passage of the Child Labor Amendment; raising the compulsory school age to eighteen; establishment of junior employment agencies in public schools to co-operate with existing governmental bodies; increased public health expenditures; better vocational training courses; provision by the community of wholesome recreational facilities, and Federal aid to schools in Southern States.



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List of "Don'ts" Given Parents On Sending Children to College

BROCKTON, Mass.—A list of "don'ts" for parents planning to send their children to college was presented to the Brockton Women's Club recently by President Bancroft Beatley, of Simmons.

"Don't bring a child up with the idea that of course he is going to college," President Beatley said. "He may not have the necessary ability even though you, his parents, are college graduates.

"Don't send your son or daughter to college to play football, to make a fraternity, or to have a good time; he may do all of these things incidentally, but college work should be above all an intellectual experience.

"Don't send your son or daughter to a college that is far above your social status: he won't be happy there.

"Don't send your son or daughter to a certain college because you have sentiment about it; it may not serve his particular needs as well as some other.

"Don't send your son or daughter to college unless you can finance the whole of the first year's expenses and a substantial part of the rest. Although an occasional student has the brains, the stamina, and the opportunity to work his way through college, many break under the strain. Colleges do not have enough scholarships to aid all who are deserving, and hence reserve their funds for those who have proved their ability to do well.

"Don't assume that your son's or daughter's life is blighted or his education stopped if he doesn't go to college. The workaday world can provide a rich education for anyone who wishes to learn, and the opportunities for adult education are legion.

"On the positive side, I would strongly urge your taking into account what the secondary-school teachers and principals advise. Although they make some mistakes in guidance they frequently understand your child and his abilities better than you do and they are more likely to know the varied college opportunities that exist."

Free Books

Nuevo Leon Leads in Mexico

MONTERREY, Mex. — Convinced by the large enrollments of school children, necessitating more schools and more teachers, that education is the most vital need of the day, the state of Nuevo Leon has decided to give free textbooks and school supplies to the children.

This is the first time such an action has been taken by this state, and perhaps it is the first state in Mexico to do so. Until today, charitable institutions have preoccupied themselves with buying supplies and books for poor children, but this left many children without necessary articles, and many of them subsequently became discouraged and dropped out of school.

Monterrey expected a registration for school of some 20,000 children. Almost a third again as many presented themselves. The state hurriedly began the work of completing half-finished school buildings and assigning more teachers.

"Our problem is no longer the education of parents in the necessity of sending children to school," said Sr. Caleb Ramos Sierra, state education inspector, "but in keeping up with the flood of children thirsty for education."

New Corporation

Junior College Would Incorporate

BOSTON, Mass.—A bill providing for the incorporation of the Worcester Junior College and authorizing the new corporation to acquire property not in excess of $1,000,000 has been filed in the legislature by Representative Martin Swanson, of Worcester. The measure would authorize courses in mechanical, electrical, chemical and civil engineering fields, liberal arts and sciences, and secondary school work. The school would be governed by a board of trustees to consist of twenty-one members. A degree of associate in liberal arts would be issued after a course of two years for day students and four years for night students.

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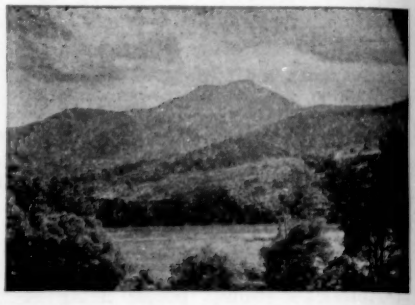

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Moral Teachings

American Schools Shy From Character Courses

BLOOMINGTON, Ind.—Moral and religious instruction in America's schools is "totally inadequate," H. L. Smith, dean of the Indiana University school of education, said after making a nation-wide survey.

"There is growing up a generation lacking in necessary religious and moral qualities," he asserted.

The survey, conducted by Dean Smith and the university's bureau of co-operative research, showed, he said, that only a few states require Bible reading, Bible courses, or character courses.

"Perhaps the most disconcerting result of the study of character development work in the public schools," said a report of the survey, "is to find that, although teachers and administrators of schools readily admit an interest in character training and evidence a sincere concern over the moral welfare of our youth, they nevertheless are hesitant to inaugurate, or to carry out, any definite teaching on the subject.

"Both from interview and from this survey, we are convinced that a large part of the hesitancy found among teachers in giving definite courses or instruction on character, is to be ascribed to the fear that those who attempt this work will become involved in the controversy over religious teaching in the schools."

Dean Smith said enlargement of the work depends "largely upon the co-operation of all agencies engaged in the task—the home, the church, school, community, state and Federal government—and upon the co-ordination of their plans and efforts."

New Plan

Michigan School Adopts Study and Job System

LAPEER, Michigan.—A system of mornings in the classroom and afternoons in shops, stores and business offices is the rule this year for pupils in the two upper grades of the Lapeer High School.

Boys are helping welders, photographers, electricians, dry cleaners, plumbers. Girls are selling and doing secretarial and clerical work.

School authorities believe that by testing their aptitudes before graduation students are better fitted for employment. Employers are reported to be favorably impressed with the working out of the plan.

No Openings

Exiled Spanish Educators Find Few Vacancies Here

NEW YORK—Professors exiled from Spain during and after the war will have an unusually hard time finding posts in America, Dr. Stephen Duggan, of the Institute of International Education, asserts in his annual report.

"Coming as the last of four successive waves of exiles, following those from Russia, Italy and Germany, the Spanish professors will find the absorptive capacities of foreign institutions pretty well exhausted," he says. "In the American institutions there is the additional handicap that very few speak English, being in that respect different from the German scholars."

Thus far Wellesley, Barnard and Swarthmore Colleges have helped by adding Spanish scholars to their staffs or by providing lectureships, as have also Columbia and Yale Universities.

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Book Reviews

Social Utility Arithmetics

NUMBERS ALLIED TO LIFE. Think and Do Series. By George D. Strayer and Clifford B. Upton. Books I to VI and First to Fourth Books. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

The study of arithmetic becomes ever more closely related to the computation needs of daily life, and ever more clearly adapted to the pupil's age and degree of mental development. The Strayer-Upton series of arithmetic texts, known as "Social Utility Arithmetic," or "Think and Do Books," has taken careful account of both these trends. Postponement of the more difficult processes and problems until the pupil is mature enough to grasp them clearly, is evidently a basic principle of these books and the course of instruction which they offer. Adaptation to individual differences is encouraged through the use of starred exercises for the more capable or advanced pupils. Abundance of test material enables a constant check to be kept on the learner's progress. Diagnostic tests, in particular, point to specific weaknesses and the way to overcome them.

Traditional subject matter that has become obsolete for modern arithmetic, has been replaced by material belonging to the present day and age.

The Strayer-Upton arithmetics are a teaching tool whose adaptation to modern demands and the newer teaching techniques renders them outstanding.

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Mind of the Child

CHILD PSYCHOLOGY. By Fowler D. Brooks, with the collaboration of Laurance F. Shaffer. Under the editorship of Leonard Carmichael. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

The labors of many researchers in the field of childhood mentality have been gathered, sifted and given practical application by Professor Fowler D. Brooks in his new volume, "Child Psychology." The range is unusually broad and comprehensive. The normal, the subnormal, the abnormal and the supernormal minds receive attention. Principles of growth are considered from biological as well as psychological angles. Educators are given much that is tangible and useful in their attempt to discover what goes on in the minds of pupils and how to awaken and maintain in the boy or girl that active interest in the unfoldment of outer and inner worlds which makes for education.

Child psychology is more in need of understanding than any fragment of the curriculum which the child is asked to study. Teaching of an earlier type met with far more "sales resistance" than it realized. It is the privilege and the duty of every teacher today to employ better psychology and thus to enlist the learner as a willing, lively partner in the task of developing his centre and living citadel.

"Child Psychology", by Fowler D. Brooks, offers the teacher a golden thread with which to follow the mental and emotional maze to its very centre and living citadel.

Here is a book that really arrives as far as the present stage of educational psychology is able to conduct us.

• •

The Story of Nelly Custis

NELLY CUSTIS, DAUGHTER OF MOUNT VERNON. By Rose Mortimer Ellzey MacDonald. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco, London: Ginn and Company.

Granddaughter of Martha Custis, Nelly Custis became the adopted child of George and Martha Washington. The story of her life, as told here with the aid of materials from a variety of original sources, sheds interesting light upon the family life of the Washingtons, in the successive capitals, New York and Philadelphia, and at Mount Vernon. Besides, Nelly herself does interesting things.

The attractive little volume adds another worthwhile unit to the available material for enrichment of reading experience in the upper elementary or middle grades. Such a dip into biography helps to illumine many years of history. President Washington himself steps out of his cold aloofness into warm life and naturalness.

• •

Mt. Holyoke's Founder

MARY LYON, THROUGH HER LETTERS. As edited by Marion Lansing. Boston: Bruce Humphries, Inc.

Much hitherto unpublished or out-of-print material from the correspondence of that pioneer in woman's education, Mary Lyon, is contained in the volume which Marion Lansing has prepared. "Mary Lyon, Through Her Letters," is a most revealing book. It is a revelation of Mary Lyon the human personality, courageously and persistently carrying out her educational purpose, that the reader meets and learns to know in these pages. Publication of the letters has been sponsored by the alumnae association of Mt. Holyoke at a time when her sister alumnae are thinking much of their century-old institution and its transition from a woman-headed college to one administered by a man. That man, by the way, writes with deep appreciation of Miss Lyon and her work and ideals.

Here is one sentence from Dr. Ham: "The letters have been pieced together by Miss Lansing with unobtrusiveness and tact to make a glowing story of the strength that has been, and is, in American civilization."

• •

Gateway to Science

SCIENCE IN OUR LIVES. By Benjamin C. Gruenberg and Samuel P. Unzicker. Yonkers-on-Hudson: World Book Company.

One of the best things the junior high school has done is to develop and offer to its pupils the course in general science. It is only from such a background of experience that this text, "Science in Our Lives," could have sprung.

The evident aim of the authors has been to supply, first, a broad general understanding of the natural substances and forces that surround us, and, secondly, to acquaint the young student with many of the knowledge areas having a vital relationship to daily living.

Integration of the several branches of science with one another and with mankind as the utilizer of nature's gifts and laws has been a guiding thought in the shaping of this outstanding text.

• •

Socialized Geography

THE OLD WORLD, PAST AND PRESENT. By Edna Fay Campbell, Victor L. Webb, William L. Nida. Chicago, Atlanta, Dallas, New York: Scott Foresman and Company.

A modern approach to the teaching of geography has been made in "The Old World, Past and Present." The emphasis is not upon political but upon social factors. The treatment combines historic development with geographic features which so greatly influence if they do not determine the trends of national growth.

Teachers who have long envisioned the desirability of taking up geography in this light but have been unable to find a textbook to form the groundwork of such a course, will examine

this new volume with much interest. The text is unusually replete with apt illustrations, spot maps, cartoons, picturegraphs and other enriching and clarifying material.

• •

Art Teachers' Guidebook

AN INTRODUCTION TO ART EDUCATION. By William G. Whitford, Chairman of Department of Art Education, University of Chicago. New York: D. Appleton-Century Company.

"An Introduction to Art Education," by Professor William G. Whitford, is more than its title betrays. It is really a handbook or guidebook covering everything in school art teaching. It is invaluable for a new teacher who wants to know what to do; it is an encyclopedia for an experienced teacher who needs a reference book. Not only does it describe courses but it goes into history, modern tendencies, needs of America, terminology, supervision, measurements, and a hundred other problems in art education. E. Edward Newell, State Director of Art Education, Massachusetts, says it is a rich contribution containing constructive, original thinking. Other well-known heads of art schools agree with this. The author is supervisor of art courses in the Department of Education, University of Chicago.

• •

Open Sesame

READING TO LEARN. Introductory Book. By Gerald A. Yoakam, William C. Bagley and Philip A. Knowlton. New York, Boston, Chicago, Dallas, San Francisco: The Macmillan Company.

"Reading to Learn" is an informal reader adapted to boys and girls in the early middle grades.

Much of the book is devoted to opening the way to wider reading. The chapters on Louisa Alcott and Mark Twain are illustrations of this important phase.

All the chapters were specially written for this text, and they bring together much that will not only interest the pupil but contribute greatly to his background. While no claim to systematic selection or completeness could be made for a purely miscellaneous reader, each chapter stands on its own merits as to attention-holding qualities and worthwhileness of the facts conveyed. Old schoolhouses, petrified trees, bicycles, the human eye and the dogs that help the blind—these are but random hints of what this educative little volume contains. It may readily touch the hidden springs of intellectual interest in many boys and girls.

Democracy's Workshop

THE BUILDING OF OUR NATION. By Eugene C. Barker and Walter P. Webb, of the University of Texas, and Henry Steele Commager, New York University. Evanston, Illinois, New York City and San Francisco: Row, Peterson and Company.

History comes to life in "The Building of Our Nation." It is a dynamic unfolding of events and movements that have really meant much in the shaping of our country as we find it today and as we shall see it tomorrow.

The arrangement of material is topical by units rather than chronological in the strict sense. Yet the order of events has been well preserved within each unit. The text lends unusual clarity and coherence. The language, while dignified, is remarkably straightforward and simple, and the teacher can be spared from having to explain abstruse statements. It is decidedly one of those texts a pupil can understand and follow with spontaneous attention. It is his own America that he watches moving through the years from then to now.

• •

Cultural Crossroads

ROADS TO KNOWLEDGE. New, Enlarged Edition. Edited by William Allan Neilson. New York: W. W. Norton and Company, Inc.

Rarely does a single volume supply so many starting points or so much actual information and guidance to the adult in quest of knowledge, as does this book, "Roads to Knowledge," which President William Allan Neilson, of Smith College, has edited.

It comprises authoritative chapters on fifteen major fields of human inquiry, by writers who are able to convey basic information intelligibly to the lay mind. The average university graduate can avail himself of this work to patch up the inevitable deficiencies and omissions in his formal curriculum. The man who never attended a college at all can glimpse any desired vista of cultural possibilities and can start toward discovery of whatever mankind knows in that direction. Any reader may learn much from the book itself, and may learn where to go for further information, either of an advanced or of an elementary nature.

It is a splendid idea splendidly executed.

The subjects dealt with—several have been added to this revised edition—are: art, biology, classics, economics, geography, history, language, literature, mathematics, music, philosophy, physics, politics, psychology and sociology.

Annexing the Movies

FILM AND SCHOOL. By Helen Rand and Richard Lewis. A publication of The National Council of Teachers of English. New York: D. Appleton-Century Company.

The phenomenal growth of motion picture courses in high schools has created a demand for a handbook, useful for student as well as teacher. This demand the National Council of Teachers of English has met with "Film and School," the first textbook with exercises and planned activities for motion picture study.

"The movies are already a part of our education," the authors assert. "Our task now is to correlate them with other activities offered in the school program." Among the aims of motion picture study mentioned are development of an understanding of the influence of the pictures and development of the ability to evaluate moving pictures critically.

How to set up "appropriate standards" so as to judge a moving picture's settings, plot, characterization, and interpretation of life, and how to evaluate its social significance are indicated. And there are all sorts of thought questions which fairly cry out for discussion.

It will not be surprising if pupils like best in this text the division giving inside information about the making of motion pictures. This includes forty pages of photographs showing the various steps in production. But teachers will probably be most appreciative of the rating scales, the application-of-standards form, and the suggestions for class and panel discussion, reports, experiments, and other activities. Valuable for all are advice about moving picture clubs and a bibliography of source materials.

• •

Word Pageant

Interesting contributions to the study of words are constantly being issued by the G. and C. Merriam Company, publishers of Webster's "New International Dictionary." Most of these publications are in the form of pamphlets or leaflets and are available to teachers for the asking. A pageant entitled "The Making of a Dictionary," by Mary Virginia Clarke, is among the recent additions to this Merriam list. It is a fanciful portrayal of the manner in which the English language has been brought into being through words from many different races and peoples. Boys and girls of junior high school age would be especially delighted to take part in such a portrayal and it would broaden their knowledge of word origins considerably.

DIRECTORY

OF SCHOOL EQUIPMENT AND SERVICES

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

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1315 S. Michigan Blvd., Chicago, Ill.

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Grins Between Grinds

Starting a Probe

Mother—"I don't think the man upstairs likes Johnnie to play on his drum."

Father—"Why?"

Mother—"Well, this afternoon he gave Johnnie a knife and asked if he knew what was inside the drum."

• •

Not Entirely Destitute

The doctor coughed gravely.

"I am sorry to tell you," he said, "that you are suffering from chickenpox."

The patient turned on his pillow and looked up at his wife.

"Martha," he said in a faint voice, "if any of my creditors call, tell them that at last I am in a position to give them something."

• •

Two of a Kind

The clergyman was walking through the village when he met one of his parishioners.

"How's your cold, Donald?" he asked.

"Verra obstinate," replied the parishioner.

"And how's your wife?"

"About the same."

• •

Vanishing Point

A small boy was asked in school to compare the adjective "little."

"Little, smaller, nothing at all," was his prompt answer.

• •

Wrong Time

Doctor—"Have you told Mr. Cafoozalum that he is the father of twins?"

Nurse—"No, he's shaving."

• •

High Mark

A little boy who had been somewhat of a laggard in school came home one day with surprising news that he had received a mark of 98.

His mother, very much pleased, beamed all over and said: "Well, that's just fine! What was it in, history?"

"No," said the child, "temperature."

• •

Same thing

Customs Official (to Chinese immigrant)—"What is your full name?"

Chinaman—"Sneeze."

"Is that your real name?"

"No, we translate it into velly good English."

"Well, what's your native name?"

"Ah Choo."

• •

Not Unlikely

Asked to paraphrase the sentence, "He had a decided literary bent," a pupil gave this version:—

"He was very round-shouldered through excessive writing."

• •

Argued Away

Cross-Examiner—"Now, you still maintain that the prisoner is the man you saw stealing your bicycle?"

Plaintiff—"After arguing with you for half an hour, I don't believe I ever had a bicycle."

• •

Frightening

It was little George's first time at the opera. The conductor took his place in the orchestra pit and began to wave his baton, and the famous soprano started to sing.

"What's the man shaking the stick at the woman for?" the boy asked his mother.

"Keep quiet," whispered his mother. "He isn't shaking the stick at the woman."

Little George was not convinced. "Well, then, what's she hollering for?"